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ABSTRACT

This document is the first annual progress report for 1997-1998 of Dalton College's Strategic Plan for 1997-2000. It contains the following elements: (1) message from the president; (2) executive summary; (3) institutional profile, including students, faculty and curriculum, academic programs, and facilities; (4) mission statement; (5) planning priorities, goals, and progress achieved, which include commitment to excellence, commitment to teaching and learning, emphasis on high quality general education program, commitment to public service, commitment to scholarship for instructional effectiveness, supportive campus climate, campus diversity in faculty, staff, students, and programs, advancing educational purposes through technology, and developing collaborative relationships; and (6) institutional effectiveness. After the first year of implementation, the majority (83%) of the proposed action plans have been completed or are under way. Among the major accomplishments included are: the development and implementation of a new Strategic Plan for 1997-2000; increased press releases to enhance visibility of College programs and activities; substantial improvements in technological equipment available to faculty, staff, and students; successful conversion to the semester calendar; and increased tutorial services for students. The appendices include: a summary of 1997-1998 planning priorities and goals by core purposes; structure of the planning process at Dalton College; the Dalton College planning committee members list; and annual planning cycle. (VWC)

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ED 440 700

DALTON COLLEGE

# Strategic Plan 1997-2000

## First Annual Progress Report 1997-1998

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Prepared by
The Office of Institutional Research and Planning
August 1998

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# Dalton College Strategic Plan, 1997-2000

***First Annual Progress Report***
***1997-1998***

August 1998

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This First Annual Progress Report of Dalton College's Strategic Plan will be available on the Internet at the College's home page:
http://www.dalton.peachnet.edu

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# 1

# Message from the President

It is with a sense of pride and accomplishment that I introduce the *First Annual Strategic Plan Progress Report*, a document which summarizes the significant efforts of the Dalton College community toward meeting the goals of our strategic planning effort during the 1997-98 academic year.

Our planning enterprise represents the collective thinking of Dalton College faculty, staff, students, and foundation members as we seek to influence future directions. The Dalton College *Strategic Plan for 1997-2000* incorporates a shared vision of where we need to be at the turn of the century and presents goals by which the College can realize that vision. This report is the first of three such documents that will provide an annual chronicle on how we are doing at meeting these goals.

The work summarized in these pages is the result of contributions from virtually every faculty and staff member on this campus. It is truly a collective effort, and I feel a great sense of gratitude to those responsible. They are the people who make Dalton College such a fine institution.

James A. Burran
President

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# Executive Summary

- This first year's Implementation Plan outlined 26 planning priorities, 70 goals and 357 specific actions that were worked on by individuals throughout the College and supervised by 23 department heads.

- After the first year of implementation, the majority (or 83 percent) of the proposed action plans have been completed or are underway.

- Accomplishments include:

  - ✓ the development and implementation of a new *Strategic Plan* for 1997-2000;
  - ✓ rewriting the general education outcomes to make them more clear and specifically defined;
  - ✓ increased press releases to enhance visibility of College programs and activities;
  - ✓ increases in contributions to Dalton College Foundation;
  - ✓ appointments of permanent coordinators to off-campus sites;
  - ✓ appropriations to expand the library;
  - ✓ vast improvements in technological equipment available to faculty, staff and students;
  - ✓ the development of regular information reports to keep faculty, staff and students informed of assessment activities;
  - ✓ the creation of a peer review process via a Pre- and Post-Tenure Review Committee to assist with faculty assessment;
  - ✓ increased participation of Dalton College faculty in Board of Regents international education programs;
  - ✓ the establishment of an English as a Second Language (ESL) program to help students whose native tongue is not English;
  - ✓ the creation of a new Certified Nursing Assistant program in the Technical Education Division;
  - ✓ successful conversion to the semester calendar;
  - ✓ development of web applications to enhance academic advising and registration;
  - ✓ improved campus safety with the additions of lighting and emergency phone stations;
  - ✓ development of a marketing plan to promote and inform faculty, staff and students about College programs and services;
  - ✓ increased tutorial services for students;
  - ✓ strengthened relationships with area high school faculty and students as a result of PREP and P-16 initiatives; and
  - ✓ the development of a new, more comprehensive Master Facilities Plan to guide the growth and improvement of the College's facilities.

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# Institutional Profile

## Students

- Fall 1997 headcount enrollment was 3,053, the largest total enrollment since the fall of 1995. Equivalent full-time enrollment was 2,210.
- Dalton College has an enrollment of 60 percent female and 40 percent male; 95 percent white; and 5 percent minority. Students enrolled in degree and certificate programs average 25.8 years.
- Ninety-one percent of the College's students are residents of the Northwest Georgia region. About 80 percent of Dalton College students hold part- or full-time jobs while attending College.
- Slightly over half of Dalton College students are enrolled part-time. Sixty-percent of students declare their majors in the Health Science and Allied Health fields, Business Management and Administrative Services, and Liberal Arts/Social Sciences.

## Faculty and Curriculum

- Dalton College employs 221 permanent faculty and staff and approximately 50 adjunct faculty.
- Eighty-one percent of the College's faculty hold a doctorate or master's in their teaching fields. The average number of years employed at the College is 9.6 years.
- The College has made a significant contribution to the University System of Georgia's initiative to promote global awareness and to provide international experiences for faculty and students. Dalton College faculty have coordinated and led system-wide programs in the United Kingdom and France, and participated in System-sponsored foreign seminars in Russia, India, Brazil, South Africa and Greece.
- The College has instituted a computerized Model Classroom to enhance faculty competencies in the use of technology for classroom instruction. The Model Classroom contains state-of-the-art presentation equipment and a classroom configuration that encourages students to work collaboratively.
- An English as a Second Language (ESL) program has been established, offering students needed services for English language proficiency.

## Academic Programs

- Dalton College is accredited by the Southern Association of Colleges and Schools. Dalton College is one of only four University System institutions with a comprehensive Technical Division.

- The College assumed responsibility for the Dalton School of Health Occupations, bringing to the campus an Associate of Applied Science (AAS) program in Emergency Services Management and certificate programs in Licensed Practical Nursing, Paramedic Technology, and Emergency Medical Technology.

- The College offers more than 80 degree and associate programs. Approximately 420 courses are offered to students. The College collaborates with three area technical schools in providing associate degree programs on site at those institutions.

- Among two-year Colleges, Dalton College provides one of the growing sources of transfer students to other institutions in the University system. Recent data indicates students who transfer from Dalton College to other institutions have a 3.0 GPA, the highest in the system and indicating high achievement rates of the College's students.

- The College's continuing education program continues to grow into one of the largest of its kind among two-year institutions, offering 381 training programs for more than 80 area businesses, corporations and industries, and serving over 6,000 participants during 1997-98.

## Facilities

- Located on 136 acres in the "Carpet Capital of the World," the Dalton College campus consists of eight buildings with a total of 276,261 square feet. A new general classroom building, consisting of 50,000 gross square feet and essentially doubling the number of available classrooms, is under construction and is scheduled to be completed in the fall of 1998. The new building will also double the number of computer labs and will provide almost 50 new faculty offices.

- Dalton College has teaching locations at Jasper, Rock Spring and Calhoun, serving and providing partial associate degree programs on site at those locations.

- The College's library is the second largest among two-year schools in the University System, with collections of about 100,000 volumes. The library also is a regional U.S. Government document depository. The Georgia General Assembly and the University System Board of Regents have approved a $4.95 million addition to the library.

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## Mission Statement

As a two-year unit of the University System of Georgia, Dalton College serves Northwest Georgia through a broad array of associate degree and certificate programs of study and a variety of public service and continuing education activities. Located at the center of the greatest concentration of carpet production in the world, the College is a comprehensive institution, one of only four in the University System to offer a full range of associate and certificate technical programs in addition to the traditional pre-baccalaureate curricula. Through direct and technological collaboration with neighboring technical institutes, four-year colleges, and universities on the one hand, and outreach and cooperation with local preschool, primary, and secondary systems on the other, Dalton College acts as an educational broker to meet the needs of business and industry and to provide opportunities for all persons within its service area to live self-fulfilling and productive lives.

*The mission of the College is to provide opportunities for self-fulfilling and productive living by enabling them to prepare for advanced studies at other institutions, to equip themselves for careers of gainful employment, to develop their individual, professional, and vocational competencies, and to enrich their physical and cultural lives.*

Dalton College shares with the other associate-level institutions of the University System of Georgia the following core purposes:

- A commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area and by particularly outstanding programs and distinctive characteristics that have a magnet effect throughout the region.

- A commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning.

- A high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and certificate and associate career programs that prepare students to enter the work force.

- A commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the economic level within the College's scope of influence.

- A commitment to scholarship and creative work to enhance instructional effectiveness and meet local needs.

- A supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff.

- Cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society.

- Technology to advance educational purposes, including instructional technology, student support services, and distance education.

- Collaborative relationships with other System institutions, State agencies, local schools, technical institutes, and business and industry - sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

In all that it does, Dalton College strives toward the highest possible standards of quality and excellence and systematically assesses and evaluates its effectiveness. Especially in its combination of associate-level studies in the liberal arts with a large complement of career programs in health-related, business, and technical fields, the quality of its preparation of its students for work or further study, and its role as a broad-based information resource for the people of Northwest Georgia, the College seeks to build upon its strengths and justify recognition as one of the most academically respected, student-oriented, and community-centered institutions of its kind.

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# Planning Priorities, Goals and Progress Achieved

This section of the annual progress report summarizes the planning priorities, initiatives and progress achieved during the first cycle (1997-1998) of the College's three-year strategic plan. The planning priorities, initiatives and progress achieved are grouped under the core purposes of the College's mission.

## Commitment to Excellence

### PLANNING PRIORITY 1:

**The College will increase its public visibility as a "broker of educational services," pulling together resources to meet the needs of the service area.**

GOALS

- The Center for Business and Community Development and the Office of Admissions will increase visibility of outreach programs.
- The Center for Business and Community Development will establish drop-off areas for Dalton College publications in the service community.
- Make Dalton College publications openly available in the Library.
- Increase public visibility via media outlets in the College's service area.
- Consider increasing the public relations staff in order to enhance public relations/visibility efforts, particularly in relation to programs of study.
- Pursue Dalton College Foundation Development.

PROGRESS ACHIEVED

College administrators held a meeting to define and establish criteria for increasing visibility for outreach programs. Three avenues were selected as appropriate modes of communication: personal contact, paper dissemination, and electronic dissemination. In addition, the Center for Business and Community Development documented current outreach activities and provided a summary of College efforts that were promoted via television, radio, newspaper, calls to local business organizations, fliers, quick quarterlies, and faxes. And to generate ideas to expand outreach visibility programs, the Director of the Center for Business and Community Development held a focus group meeting with representatives of community, business and industry organizations. Ideas generated include a newsletter, direct mail, billboards, telephone follow-ups, and a Web site.

The Registrar's office also undertook a number of initiatives to increase the visibility of College programs. Chief among them were:

- Publicizing degree programs offered by the State University of West Georgia on the Dalton College campus.
- Developed a needs assessment plan to determine implementation of new cooperative programs.
- Developed a calendar for increased high school, plant site, and mall visitations by faculty and staff.
- Published articles that highlight cooperative degree programs.
- Staffed off-campus centers with part-time personnel to provide information and increase visibility/access to outreach programs.
- Cooperated to publicize joint associate degree programs with Pickens and Coosa Valley Technical Institutes.

To increase the College's visibility, the Public Relations office has increased press releases. The volume of press releases increased by approximately 15 percent between 1996-97 to 1997-98, and there has been a total increase of almost 50 percent since 1995-96.

To further enhance the College's visibility, during 1996-97 the Public Relations office redesigned and redirected the distribution of the campus newsletter, *The Quill*. *The Quill* became a monthly publication for faculty and staff, and a new publication, *The Dalton College Connection*, was created to reach the College community. The *Connection* was produced quarterly during 1997-98 and contained news, features, alumni spotlights, and an events calendar. The *Connection* is distributed by mail to College alumni and supporters and reaches approximately 45,000 households via five local newspapers, *The Daily Citizen-News*, the *Calhoun Times*, *The Catoosa County News*, the *Walker Messenger*, and the *Pickens County Progress*.

In addition, during 1997-98 the Public Relations office redesigned and produced 29 new program brochures for the Technical Division.

At the request of the Library Director, multiple copies of all Dalton College publications have been sent to the library where they have been prominently displayed on a regular basis since fall quarter, 1997.

The College has increased public relations resources by $30,000 over the previous year, providing the wherewithal to venture into new areas for increased College visibility. Significantly more paid advertising, print, radio and television assisted in getting the word out more consistently than in the past.

In April 1997, and then continuing throughout the 1997-98 year, the College and the Dalton College Foundation jointly funded a half-time position in institutional advancement. The incumbent is responsible for enhancing the activities of the Foundation and the Alumni Association. During the 1995-96 academic year, the Dalton College Foundation raised slightly more than $40,000 in the Annual Fund Drive. The respective amounts for 1996-97 and 1997-98 were $132,000 and $174,000. Also, in the past year, the Foundation's books were automated, a contributions management software package was installed, and the Foundation's committee structure was reorganized.

Activities underway and carried over into the next planning year cycle that would need to be completed to conclude the first phase of the strategic plan for this planning priority and goals:

- Develop a public relations Web page to provide updates of upcoming College events.
- Establish drop-off areas for Dalton College publications in the service community.
- The Registrar's office will create a Speakers' Bureau to assign faculty and staff for speaking engagements in the community.
- Publicize joint associate degree program with Walker Technical Institute.

## PLANNING PRIORITY 2:

**The College will enhance its role as a "catalyst of the community" by pursuing carefully selected community-based outreach activities.**

GOALS

- The Office of the Dean of Student Affairs will promote student and faculty co-curricular and volunteer programs in communities served by the College.
- Establish an alumni office and increase alumni development.
- Expand the English as a Second Language (ESL) Program for Adult Literacy.

PROGRESS ACHIEVED

An average of 19 faculty, staff and students attended quarterly meetings to share experiences and receive information on community volunteer programs. The Dean's office presented faculty with relevant service opportunities as course options that would match their classroom learning with community service. Examples included tutoring (especially reading), health and environmentally related activities, and building/landscaping homes.

During the beginning of the fall and winter quarters, the Student Activities office promoted the Office of Community Service Learning as a way to inform students, faculty and staff about community volunteer programs. The Student Activities office also contacted about 35 community agencies and schools in the College's service area about their need for and interest in using Dalton College students as volunteers. More than 20 agencies and schools responded and used student volunteers during the 1997-1998 year.

A Dalton College Chapter of Habitat for Humanity was established and received official recognition and funding on January 27, 1998.

Work is now underway to appoint an alumni board of directors to jump-start the alumni association during the 1998-99 academic year. Some progress has already being made toward expanding the alumni database. The College has planned two alumni events for the coming year and expects the level of activity to increase thereafter.

The College's Adult Literacy program conducted a survey of students and community and business organizations to determine if adult literacy programs in second language training were meeting the needs of students and the community. All the students surveyed said their ESL training needs were met, but together with the community and business organizations said they would like the College to offer citizenship classes and ESL classes on Saturdays.

Activities underway and carried over into the next planning year cycle that would need to be completed to conclude the first phase of the strategic plan for this planning priority and goals:

- Establish a "clearinghouse" office of community service with evaluation measures.
- Increase the activity levels of the Dalton College Foundation and continue with work to expand the alumni database.
- Request funding to expand the ESL program by offering Saturday ESL and citizenship classes at the Phoenix Center, and Monday to Thursday classes at an off-campus location in Whitfied County.

## Commitment to Teaching and Learning

### PLANNING PRIORITY 3:

**The College will monitor and strengthen its institutional effectiveness program and make adjustments based upon the results of that effort to assure excellence in the teaching/learning environments so that students are prepared for the next step.**

GOALS

- Enhance programs and services to improve student performance (i.e., peer tutoring training).
- Refine academic program assessment.
- Develop faculty assessment that goes beyond student ratings (peer-type reviews).

PROGRESS ACHIEVED

The Academic and Career Enhancement (ACE) Center offered 60 hours per week of tutoring services to students in biology, chemistry, sociology, psychology, writing, history, accounting and other business administration courses. As well, Academic Assistants visited classes in the disciplines for which tutoring is available and distributed to over 500 students information about the College's tutoring programs and services. In addition, an Academic Assistance referral form was developed and faculty members were given copies of the form to complete and give to students who could benefit from referral.

The ACE Center also developed course proposals and syllabi under the banner of the Dalton College Studies (DCS) in "Adult Learners" and "Life Skills" to address the learning needs of traditional and non-traditional students. The Academic Council has reviewed the course proposals and recommended some changes in light of content duplication with other courses (e.g., Introductory Economics). The revised proposals will be resubmitted to the Academic Council in the fall of 1998 for approval.

The Institutional Research and Planning office has begun to coordinate activities to improve assessment processes concerning general education and major area outcomes, as well as institutional effectiveness. The College's Strategic Planning Committee reviewed a draft *Dalton College – Learning Outcomes* in April 1997, and initially approved the direction of the document. The general education outcomes have been rewritten to make them specific, more clear and measurable. Apart from that, the Institutional Research office has communicated with Division Chairs to explore and identify critical indices and performance measures that would support effective assessment outcomes. Identified as one example for consideration is a *Division Fact Sheet* that would compile information to address the planning and assessment needs of the Divisions.

An ad hoc faculty development committee composed of representatives from the faculty and the administration created a peer review process that was included in the Dalton College Pre- and Post- Tenure Review Policy and approved by the Dalton College Faculty in December 1997. This committee also produced a related document which provided further details of the peer evaluation process and assisted peer evaluation subcommittees in their work. As well, peer evaluation subcommittees were formed under the direction of the Pre- and Post- Tenure Review Committee. The faculty member under review chose two members of each evaluation subcommittee, with the third member selected from the committee.

Peer evaluation subcommittees evaluated the teaching effectiveness of individual faculty members during the fall and winter quarters. The evaluation consisted of classroom observations and written documentation provided by the faculty member under review. The results of the peer evaluations were forwarded to the reviewees and the Pre- and Post- Tenure Review Committee for use in the pre- and post-tenure review process.

Activities underway and carried over into the next planning year cycle that would need to be completed to conclude the first phase of the strategic plan for this planning priority and goals:

- Establish a "clearinghouse" office of community service with evaluation measures.
- Consult with administration and faculty to refine academic program assessment, especially at the general education outcomes level, and the implementation of multiple measures of institutional effectiveness. This will include the development of a timeline for assessment implementation and a source book of assessment methods for divisions to evaluate effectiveness.

## PLANNING PRIORITY 4:

**The College will continue to place significant emphasis upon the quality and accessibility of its library resources.**

GOALS

- The Library should consider offering more weekend hours.
- The Library should adopt a goal of 100,000 volumes of good and balanced quality within 5-6 years.
- The Library should evaluate the number and types of journal subscriptions.
- The Library should expand in order to provide adequate space.
- The Library should investigate emerging technology to increase information access.

PROGRESS ACHIEVED

The library surveyed users during the summer and fall quarters to find out if more weekend hours should be offered. The results of the survey will be available during the fall 1998 semester. If a majority of respondents say they want more weekend hours, the library will consider additional hours for the weekend.

To increase the volume and balance of library materials, a system analysis of the College's library collection was undertaken to identify existing weaknesses, gaps and duplication in the collection. The system analysis was completed in April 1998, with the collection analysis to be completed over the next year. Division meetings that involved faculty were also used as a means to gather information and advice on the acquisition of new materials for the library and the removal of outdated materials from each subject area collection.

To increase information access in the library using technology, the library purchased eight new computers to upgrade the CD ROM network and added GALILEO workstations, including a network printer. The Library Director and the Director of the College's Computing and Information System also communicated on a regular basis to share ideas on emerging information technology. The Library Director also served on the Regents Academic Committee on Libraries Collection Development Subcommittee and participated in planning a statewide-interconnected library system.

During the summer of 1997, the College administration employed the architectural firm of Richard and Wittschiebe to prepare a preliminary program for the expansion of the library. The study was completed in the early fall and was used to justify placing the library's expansion in contention for fiscal year 1999 funding. The library expansion project was the top priority among the College's capital construction projects as submitted to the Board of Regents' Vice Chancellor for Facilities for the 1999 fiscal year budget cycle. This project ultimately found its way into the University System's capital list as recommended by the Governor to the General Assembly, and was funded as part of the state's fiscal year 1999 budget.

Activities underway and carried over into the next planning year cycle that would need to be completed to conclude the first phase of the strategic plan for this planning priority and goals:

- Prepare library reports for each division, which analyze the status of subject area collections. The library should also provide information that it has met the annual target of 3,000 volumes added to its collection.
- Compile lists of current journal subscriptions by subject area and distribute to divisions for review and suggestions for additions and deletions. Based on faculty input, the library will subscribe or cancel subscriptions by the spring semester of 1999.
- Implement system-funded interconnected library system in 1998-1999.

## PLANNING PRIORITY 5:

**The College will convert to the semester system.**

GOAL

- Continue providing information to the Dalton College community concerning the conversion to the semester calendar.

PROGRESS ACHIEVED

A Semester Conversion Committee was formed to provide direction and information on the College's conversion to a semester calendar. Under the direction of the Registrar and the Assistant Dean of Academic Affairs, the committee produced and distributed a Questions and Answers brochure to provide information to students and the College community. As well, the rules and validation tables in BANNER were set to implement the semester version of the BANNER catalog, including preparing all other student rules and validation tables.

## PLANNING PRIORITY 6:

**The College will provide additional co-curricular activities.**

GOAL

- Consider the development of a co-curricular transcript.

PROGRESS ACHIEVED

This activity was considered and is currently underway. Over the next year, the Assistant Registrar in consultation with the Director of the Office of Computing and Information Services and the Dean of Students will format and process transcripts of student activity records.

## PLANNING PRIORITY 7:

**The College will develop a comprehensive planning, budgeting, and accountability program.**

GOALS

- Complete the strategic planning process.
- Develop ways to more formally link the process of budgeting and planning.
- Develop mechanisms to demonstrate accountability.

PROGRESS ACHIEVED

During the winter and spring quarters of 1997, the Strategic Planning Committee (SPC) developed and refined institutional goals, objectives, and action plans for every functional area of the College. These were based on the core purposes and planning priorities identified for the College by the University System and the SPC. A system for monitoring the progress and reporting the results of these goals, objectives, and action plans was also developed. The completed *Strategic Plan* for 1997-2000, which included all of this information, was disseminated to the faculty and professional staff at the September 1997 faculty retreat.

During the 1997-98 year, the faculty refined assessment processes relating to both general education outcomes and major area outcomes. To date, the major area assessment effort has included all of the programs within the Technical Division and the Nursing Division, where the non-transfer certificate and degree programs are housed. General education assessment has been implemented in the sciences, mathematics, English, speech, physical education, and some of the business and social science disciplines. To make them clearer and more specifically defined, the general education outcomes were rewritten and received initial approval by the Strategic Planning Committee.

During the 1997-1998 year, the Strategic Planning Committee identified goals to be pursued by the administration and professional staff in fulfillment of the strategic directions of the College's three year strategic plan. Based on the core purposes and planning priorities identified by the College, the administration and professional staff developed action plans, expected results, and measurement techniques related to achieving those goals.

Through the Office of Institutional Research and Planning, activities have begun to coordinate and determine mechanisms for documenting accountability. Preliminary activities include gaining additional expertise in use of data-retrieval systems by identifying two data-retrieval software programs (Crystal Report and Microsoft ACCESS) that would aid in extracting data from BANNER for informational analysis and dissemination, including developing a baseline data and information tracking plan; discussions between the Director of Institutional Research and the Director of the Office of Computing and Information Services on the operations of the BANNER system; developing institutional reports that will support current and future assessment efforts to enable the measurement of institutional progress over time; and contact with Georgia Perimeter College (formerly DeKalb College) to assist in the evaluation of student transfers.

The Administrative Council has developed an annual budget redirection process as the mechanism for linking the budget to planning priorities. During the 1997-98 year, new funding for various units of the College was allocated according to the redirection plan. The Administrative Council has documented this process. In the winter of 1998, year-end funding for one-time expenditures was accomplished through written requests which identified specific goals contained in the Strategic Plan. The Administrative Council took these requests in hand and prioritized them, providing funding as the resources became available.

Activities underway and carried over into the next planning year cycle that would need to be completed to conclude the first phase of the strategic plan for this planning priority and goals:

- Institutional Research office and faculty to refine and document assessment activities for general education and major fields, and to use results in improving the curriculum.
- Institutional Research office should devise additional methods of assessment and develop timelines to monitor assessment activities regularly, including keeping reports of the use of assessment for planning.
- The Director of Institutional Research will exchange information with other system and non-system institutions to assist in the evaluation of student transfers.
- Hold meetings between the Office of Institutional Research and the Registrar's office on how information is collected and entered into BANNER.

## Emphasis on High Quality General Education Program

### PLANNING PRIORITY 8:

**The College will enhance the quality of its existing pre-baccalaureate, technical, and developmental programs, as well as programs for area industries, adding additional offerings when the need is clearly demonstrated.**

GOALS

- Consider reinstituting a study skills course for Developmental Studies.
- Investigate offering Certified Nursing Assistant, Surgical Technician, and multi-skilled Healthcare Technician programs.
- The Center for Business and Community Development will investigate offering manufacturing process/carpet business related courses.
- The Center for Business and Community Development will investigate offering team building/leadership/communication skills courses.
- The Center for Business and Community Development will investigate offering a Basic Supervision training program for industry.

- Investigate offering hotel-motel/restaurant management program.
- Assess the need for remedial studies specifically for certificate students who score poorly on admissions testing.

PROGRESS ACHIEVED

The College's reading instructors met with the Developmental Studies coordinator and the Chair of the Humanities Division and agreed on the need for a study skills course. Examining a similar course at the University of Georgia, faculty developed an outline and a description for a study skills course to benefit all Dalton College students, not only for Developmental Studies students. The faculty decided that the course would carry two semester hours credit, run the entire semester and be open to any student but not required of any student. The course was submitted to the Academic Council for approval at the spring 1998 meeting.

The College identified and determined the best test instrument and the cutoff scores to meet the needs of students who enter certificate programs or score poorly on admission tests. The College will use COMPASS as a common placement-testing tool and recommended scores in Reading, English and Mathematics for students scoring low on the placement test. To help such students, the College also decided to offer Learning Support courses — which have now been adopted and will be offered in the fall of 1998.

The Technical Division conducted a survey, with the help of the Certified Nursing Assistant (CNA) Advisory Committee, on the need for CNAs. The survey results indicated a desperate shortage of new CNAs, coupled with a high turnover rate among existing aides. The Technical Division contacted the State of Georgia Department of Medical Assistance for program guidelines to use in designing a Certified Nursing Assistant program. A program of courses (CNAS 1110, CNAS 1111, CNAS 1130, and CNAS 1131), after receiving endorsements from the College's Academic Council and the CNA Advisory Committee, were submitted and approved by the state agency. The College undertook a media campaign to inform the community about the new CNA program. As well, to address current and future enrollment needs, the Technical Division prepared a plan to address such issues as staffing, additional instructional equipment, facilities, operating budget, and recruitment information packages.

The Center for Business and Community Development met with representatives of the business community to explore the need for courses that would aid their carpet manufacturing industries. Telephone and other surveys conducted as a follow-up to the focus group luncheon meeting indicated the need for ongoing soft skills training such as customer service, personnel issues, grammar skills, conversational English, supervision and diversity training. Other suggested courses included team building, problem solving, leadership and interpersonal communication. These courses would also be available to Dalton College students and be offered through the Humanities Division.

The Technical Division has begun investigating the need for a hospitality industry management program. The Chair of the Technical Division has met with the Institutional Research office and designed a need assessment survey to gauge employer interest in the Dalton area. As well, the Technical Division Chair has met with local motel, hotel and travel agency representatives to discuss program feasibility, identify specific competencies needed in program options, and to come up with an appropriate time to implement the program at Dalton College. The College has also obtained the Georgia Department of Technical Education recommended guidelines of Hotel/Restaurant/Travel program at both the certificate and degree levels to provide direction and guidance as warranted by the Board of Regents.

Activities underway and carried over into the next planning year cycle that would need to be completed to conclude the first phase of the strategic plan for this planning priority and goals:

- Academic Council to approve refined study skills course.
- Technical Division to address issues and recommend appropriate course of action regarding the new Certified Nursing Assistant program. The Division needs to come up with ways to increase enrollment in the program.
- Prepare and implement a program of courses to meet the business needs of the carpet industry.
- Administer needs assessment survey for proposed hospitality industry management program.

## PLANNING PRIORITY 9:

**The College will expand and promote its learning support programs, including assistive technology.**

GOAL

- Expand and promote the use of services and programs to aid academically at-risk students.

PROGRESS ACHIEVED

The College's Academic and Career Enhancement (ACE) Center created "Academic Success Resources" and "Career Resources" Web pages on the Dalton College Web site to help students plan their academic and career programs. The ACE Center also bought career guidance and planning software as additional resources. Students who have used these resources have reported positive responses.

Through the "First Contact" program, ACE Center staff conducted ten-minute programs in 22 classes for 500 students. The program informed students (and faculty) of services and resources available to aid academically at-risk students and introduced the ACE Center to at about 125 students who were not aware of its existence. In addition, an "Open House" and learning activity reception for faculty, staff and students was inaugurated as the kick-off for a "Friday Afternoon Club" series to promote ACE programs and services for at-risk students. The events were well attended and drew positive responses from participants. Other methods of promotion included the creation and distribution of ACE Center bookmarks; advertisement of activities on a new bulletin board inside the Center and throughout the campus; student orientation classroom visits during the fall term; regular posting of activities and events via campus mail list; a new Disability Support Services brochure; a new color CCTV reader for sight-impaired students; letters and telephone calls inviting students on probation to visit the ACE Center; and a new Occupational Mentoring Program. Other learning support services included the purchase of books and videos on quitting smoking, stress reduction and reducing prejudice.

PLATO, an assistive technology for learning support courses, was also acquired by the College to help certificate students with their academic and career programs.

## Commitment to Public Service

### PLANNING PRIORITY 10:

**The College will broaden and promote its adult literacy program.**

GOALS

- Explore alternative models for providing adult literacy programs and services.
- Consider offering General Education Development (GED) Certificate classes.

PROGRESS ACHIEVED

The staff at the Adult Literacy program attended various staff development seminars to learn about new and emerging technology information needs for adult learners. Examples include a staff development seminar titled, "The Lifelong Learning Network: Supporting Adult Literacy Through Technology," and a review and evaluation panel on the "American New Reading Disc Training Program." Adult Literacy instructors also participated in a statewide adult literacy software assessment and evaluation review. As well, staff downlinked a videoconference titled "Integrating Technology into the ABE/GED Curriculum" for all adult literacy in April 1998.

To enhance efficient operation of the adult literacy program, the College purchased five computers for the administrative and instructor offices. Moreover, through the 1999 Federal Application for Funds (RFA), the program requested monies to update the Adult Literacy Computer Lab. The funds will purchase five computers and three printers, and update computer software. Adult literacy students were also surveyed in October 1997 to determine their needs for computer technology. Seventy percent of the students surveyed said they would like more "real life" computer skills such as typing and introduction to word processing. A majority of students also indicated that they would be interested in weekend General Education Development (GED) Certificate classes. The adult literacy program has asked for FY 1999 funding to offer weekend GED classes beginning in August of 1998. The proposed hours will be 9:00 a.m. to 2:00 p.m., Saturdays at the Phoenix Center in Dalton, and at the Murray County Adult Learning Center in Eton. The offering of weekend classes is expected to address a Dalton College Adult Literacy Retention Study conducted by the State Office of Adult Literacy in July of 1997 which found that the number one reason students left the program was job conflicts with weekday classes. Saturday adult literacy classes are expected to meet students' work/home schedules.

## Commitment to Scholarship for Instructional Effectiveness

### PLANNING PRIORITY 11:

**The College will expand professional development activities for the faculty and staff.**

GOAL

- Increase funding for faculty/staff development.

PROGRESS ACHIEVED

In preparing the FY 1998 institutional budget, the College redirected funds into a faculty-staff development account totaling $75,000. These funds were used primarily for faculty-staff travel to workshops and seminars, and secondarily for campus-based development projects. As well, the University System's Tuition Remission and Reimbursement Program became effective, providing support for those College employees pursuing degrees at System Colleges and universities. Thus, a portion of the faculty-staff development account was used for remission and reimbursement of part-time enrollment supplemented by Dalton College Foundation funding for those attending private or out-of-state institutions.

### PLANNING PRIORITY 12:

**The College will encourage faculty and staff to participate in creative work for enhancing campus quality of life.**

GOAL

- Explore the need for programs and activities to enhance the quality of life for faculty and staff.

PROGRESS ACHIEVED

Under the direction of the Division Chairs, the Office of Institutional Research developed a questionnaire to measure the quality of life for faculty and staff on the Dalton College campus. The Division Chairs administered the survey to all staff and faculty. About 70 percent responded to the survey. Eighty-seven percent of faculty and staff agreed or strongly agreed with the statement: "Overall, I am satisfied with my job and quality of life at Dalton College." The survey also provided recommendations on programs and activities that would enhance the quality of life for faculty and staff, as well as materials and facilities that faculty and staff would need to do their jobs in enhancement of campus quality of life.

Activity underway and carried over into the next planning year cycle that would need to be completed to conclude the first phase of the strategic plan for this planning priority and goal:

- Division chairs will meet with faculty and discuss results of the survey as they pertain to their respective divisions. Chairs will then submit a report with recommendations to the President to address issues and concerns.

## Supportive Campus Climate

### PLANNING PRIORITY 13:

**The College will identify and implement ways to strengthen ties between student services and academic affairs so that the two areas become more mutually supportive.**

GOALS

- Enhance internal communications on campus.
- Encourage collaboration among departments for at-risk students.

- Provide in-service training to clarify financial aid processes and offerings.
- Use BANNER to enhance academic advising and registration.
- Consider providing specialized advisors for undecided students.

PROGRESS ACHIEVED

The Deans of Academic Affairs and Student Services held several meetings to discuss collaborative efforts that would increase internal communications on campus. The meetings and discussions with other staff members led to the accomplishment of several activities and programs toward this effort. These include:

- Staff in the Student Activities office publicized programs and activities through posters, fliers, memos, e-mails and word-of-mouth.
- The Dean of Student Services directed the development of a marketing plan for each department in his division. The plans outlined general and specific methods to increase visibility on campus, improve interaction with academic personnel and Admissions staff, and increase utilization of services by students.
- Staff from the Dean of Student Services office held several "open houses" and information sessions for faculty. This resulted in faculty becoming more aware and involved in student activities and organizations on campus. Later, faculty received information outlining all the student services that the College offers toward enhancing classroom instruction.
- A committee developed a new orientation program for students. The committee explored orientation options that would be effective in informing students about the various College programs, services and activities. The new program will be in place for student orientation in the 1998 fall semester. The Dean's office briefed faculty and staff on the new orientation process and offered training in its implementation.
- All new students received Student Planners containing campus information. (The new Student Planner will now include information about all campus divisions and departments as well.) In fact, 100 percent of students surveyed reported using the Planner and requested continued production.

In addition to efforts to enhance internal communications on campus, the College also initiated some activities to encourage collaboration among departments to assist academically at-risk students. For example, the Academic and Career Enhancement (ACE) Center worked with the Developmental Studies program to plan and implement an option registration for developmental students to enroll as a group in developmental writing, reading, and math courses. The ACE Center successfully promoted the program to students and faculty advisers. Apart from that, the ACE Center hosted four "Friday Afternoon" workshops for faculty and staff to learn to use the resources within the Center.

The Advisement/Withdrawal Subcommittee, part of the Retention Task Force, conducted a workshop for faculty advisors to provide information on the academic advisement process. The handouts on various topics provided quick and easy answers to common questions and concerns. The session provided information on financial aid, BANNER, semester conversion, graduation requirements and other issues.

The Admissions and Registrar's office has used BANNER to improve student academic and registration processes on campus. Through the College Web site, Developmental Studies prescriptions are now produced automatically, hard copies of advisement folders have been replaced with electronic versions, and class up-dates are produced electronically. The Registrar's office also completely decentralized the registration process on campus and explored the development of a Web page for the College catalog, term schedules and other student registration forms. Additionally, the Admissions office completed plans to develop a Web application for Drop and Add. Completed as well was the conversion of student, financial aid, and accounts receivable information to BANNER.

The Office of Computing and Information Services has provided critical support to BANNER applications of student advising and registration. The office developed and installed a security system that will permit campus-wide access to the BANNER system; developed Web and software applications to provide faculty with the information and technology tools necessary to provide a high quality academic advisement program; implemented provisions for prerequisite checking, monitoring of CPC completion, learning support mandates, RTP requirements, and US/Georgia History and Government requirements using BANNER; provided decentralized, desktop registration capability to all faculty; and assisted with the provision of Web technology consistent with institutional operating philosophy for off-site registration.

The Retention Task Force investigated ways to provide specialized advisors to students who are undecided about their academic programs. The Task Force recommended for consideration a definition of "retention" and criteria to determine successful retention at Dalton College as a prerequisite to any further inquiry into issues related to specialized advisement.

Activities underway and carried over into the next planning year cycle that would need to be completed to conclude the first phase of the strategic plan for this planning priority and goal:

- The ACE Center will coordinate the creation of a 3-5-member faculty committee to develop disability support accommodations and to serve as a liaison/resource group for other faculty.
- The ACE Center Director will coordinate semester meetings among faculty members who have Learning Disorders and Disability students.
- The ACE Center Director will redesign the Learning Disorders and Disabilities section of the Dalton College Catalog.
- Develop Web applications for major changes and transcript requests.
- Explore the development of CAPP for faculty to produce lists of classes completed and a comparison of those classes to graduation requirements.
- Promote the examination of the institutional operating philosophy related to academic advisement and follow up with a technology set up to permit remote site registration for students.
- Implement COMPASS scores credit exam for English 100 and Reading 100.
- Implement Web page development for College catalog, term schedules, and other registration forms.
- Implement Web application for student Drop and Add.
- Retention Task Force to continue study and recommend course of action to address specialized advisement for undecided students.

## PLANNING PRIORITY 14:

**The College will enhance the quality of student development services for traditional and non-traditional students.**

GOAL

- Explore a jobs search/job skills course offering.

PROGRESS ACHIEVED

The Career Planning and Placement Coordinator in the ACE Center created a Dalton College Studies course, "Job Search Strategies" (DCS 106) to give students knowledge and skills about job search strategies. The Dalton College Studies Coordinator approved

the course and forwarded the proposal to the College's Academic Council, which accepted and approved the course. The course will be offered for the first time during the 1998-99 academic year.

## PLANNING PRIORITY 15:

**The College will expand extracurricular opportunities for all students.**

GOALS

- Consider establishing a leadership development program.
- Enhance the variety and availability of intramural athletics.
- Expand club offerings and activities, including community outreach.
- Explore the possibility of intercollegiate athletics.
- Expand training for student workers.

PROGRESS ACHIEVED

The Student Activities office has begun preliminary work leading to a leadership development program at Dalton College. The Director of Student Activities attended information-sharing meetings with sister two-year commuter Colleges to learn about successful leadership programs on other campuses in the University System. The information gathering stage has included the book-marking of several leadership programs on the Web for additional sources of information, and the attendance of a Student Leadership Conference by staff and students. The Student Activities office has also formed a committee of student leaders and faculty to study student responses and to formulate several options that the College ought to take to develop a leadership program.

The Director of Student Activities, with the cooperation of the Department of Physical Education conducted a survey of students to ascertain student interest in intramural activities. The survey results indicated great student interest in intramural activities - with softball, basketball and volleyball being the majority choices. Another student survey on the expansion of club offerings and activities, including community outreach, provided ideas on new activities and programs and suggestions to improve activities that are already in place. Suggested program ideas and activities implemented were:

- Opened gym at night for students to come and play basketball.
- Publicized extramural basketball league campus wide through posters, flyers, e-mail, and word of mouth.
- Organized teams that participated in a statewide Intramural Tournament, with a round robin event at the end of each tournament.
- Staff and students attended APCA and NACA Conferences to see what types of programs are available.
- Coordinated a Sports Festival schedule with Student Activities and Physical Education staff from area Colleges at Floyd College in the summer of 1997.
- Created small focus groups of students with diverse representation to bring more ideas on club offerings and activities on campus.
- Sent a memorandum to all faculty who are not currently serving as club advisors and inviting them to become aware of clubs and organizations that students are interested in forming and of the value of volunteering to be a club advisor
- Promoted intramurals, sports festival events, and clubs during the fall and winter registrations.
- Sent letters to each club advisor explaining new club policies for receiving full club funding.

- In collaboration with the Office of Community Service Learning, the Students Affairs office compiled a list of community agencies and their requirements for volunteering.

The President appointed a committee on athletics comprised of faculty and staff to review components of athletic programs under the jurisdiction of the National Junior College Athletic Association (NJCAA) and produce a report on the positive and negative consequences of Dalton College's entrance into intercollegiate athletics. The committee met for about eight months and produced a report with recommendations for the President's consideration.

The Financial Aid Office started revisions to the work-study manual for student worker supervisors to use in training student workers. As well, the office wrote an instruction sheet for supervisors and conducted sessions with supervisors to reinforce the work study student's responsibilities. As part of expanding training for student workers, the Financial Aid Office has employed a student worker to recruit, coordinate, and maintain the AMERICA READS PROGRAM. Fifteen students from elementary schools in the Dalton College area participated in the program during the 1997-98 school year.

Activities underway and carried over into the next planning year cycle that would need to be completed to conclude the first phase of the strategic plan for this planning priority and goal:

- Implement a Leadership Development Program at the Fall Leadership Retreat.
- The Director and Assistant Director of Student Activities and club advisors will meet with student focus groups to find out more about what students want in the form of clubs, activities and intramural activities.
- The President to act on the recommendations of the Dalton College Committee on Intercollegiate Athletics.
- The Financial Aid Office to complete revisions to student work-study manual and make the revised manual available to supervisors.

## PLANNING PRIORITY 16:

**The College will improve its administrative computing systems and support to achieve maximum productivity and responsiveness.**

GOALS

- The Registrar and Assistant Registrar will work with the Office of Computer and Information Systems to develop a comprehensive management information system.
- The Office of Institutional Research and Planning will apply administrative computing systems' applications to retention/institutional effectiveness.
- Explore kiosk applications.

PROGRESS ACHIEVED

The Registrar and Admissions office developed scripts to automate the sleep/wake start-up process, identified/listed new students each term, and implemented an information management system that counted the number of new applicants, number of accepts and enrolled, including the identification of students who have not attended College classes in the last five years. Also completed as improvements to the College's administrative computing system were the automation of the student withdrawal process, outsourcing of grade reports, setting up of an image reader and printer equipment for producing student transcripts, and developing an alternate plan to consider contracting the imaging of permanent student records and class rolls.

The Registrar and the Computer Information Services departments also started a number of activities to support enrollment management policy and data analysis. These included:

- Converting credit by exam data and CLEP to Academic History.
- Installing appropriate security measures in BANNER Student.
- Automated the reporting of data to Federal Student Loan Clearinghouse.
- Determining cost of contract for imaging permanent records and class rolls.
- Setting up equipment for image reader/printer to produce student transcripts.
- Improving the quality of interoffice data exchange between the Registrar's office and the Financial Aid Office and Business offices.
- Developing a plan to create management information reports and a procedure to consolidate information collected in all existing administrative applications.
- Ensuring that existing administrative applications have complete and accurate information.

To address the need for more institutional research-related information, the Institutional Research office has initiated a number of reports (e.g., Quick Facts, Occasional Reports, Research Digests, Student Profile Reports) as additional data sources for use in decision making, as well to keep faculty, staff and students informed of enrollment patterns and other information that may affect planning and decision making activities at the College.

Activities underway and carried over into the next planning year cycle that would need to be completed to conclude the first phase of the strategic plan for this planning priority and goal:

- Implement Speede Express (the ability to send official transcripts electronically) in Registrar's office.
- Registrar's office to complete improvements to the quality of interoffice data exchange with Financial Aid and Business offices.
- Implement image reader/printer for transcript production.
- Complete the conversion of CLEP and credit by exam data to Academic History.
- Determine management information requirements for College departments.
- Office of Computing and Information Services to develop plans and modalities to implement kiosk technology applications across campus.
- The Institutional Research office to work with the Office of Computing and Information Services to develop baseline data and an information-tracking plan to carry out institutional assessment studies.

## PLANNING PRIORITY 17:

**The College will enhance the appearance, utility, safety and accessibility of campus physical facilities.**

GOALS

- Develop a Comprehensive Master Plan.
- Explore answers to ease the strain on parking.
- Explore campus exterior lighting needs.
- The office of the Director of Physical Plant will implement surveys on an annual basis of campus lighting to maintain a safe and useable level of lighting.
- The Director of Physical Plant working with the Director of Public Safety and the Comptroller will provide additional emergency telephone stations on campus.
- The office of the Director of Physical Plant will implement the maintenance and preservation of the campus stairs and sidewalks.
- Explore Law Enforcement Training as interns with campus Public Safety.

- Conduct regular training for faculty and staff concerning emergencies and various procedures.

PROGRESS ACHIEVED

In June 1997, the University System issued a contract to the Atlanta architectural firm of Thompson, Ventulett, Stainback and Associates for a new, more comprehensive Master Facilities Plan for Dalton College. The architectural firm completed a Campus Master Plan for the College in July of 1998 at a cost of $99,500. The plan will guide current and future facilities planning for the College.

To find ways to provide adequate parking for students, the Comptroller' s office monitored and documented peak parking hours or overcrowded parking and safety methods associated with parking at full capacity. Solutions implemented to ease the strain on parking consisted of Public Safety personnel physically directing traffic during peak hours, encouraging College employees to use a shuttle service, providing an off-campus shuttle service for students ($8,140.00 expended during first year of operation), and increased lighting on campus premises which involved installing new lighting to improve existing exterior light conditions.

Maintaining a safe and useable level of lighting on campus has indeed become a priority for the College. During the 1997-1998 planning year, the Director of Plant Operations gathered input to a survey of campus light levels, conducted in the spring of 1997. The survey results noted the dimly lit areas of the College and led to discussions with the Comptroller and the President to address and implement solutions. On recommendation by the Director of Plant Operations, the College engaged an electrical engineer in March of 1998 to study the present and expanded future lighting needs of the campus to insure that the electrical system will support expansion, and if not, to design a system that will meet the needs of the College. In addition to campus lighting, the College implemented other safety measures to ensure the safety of students, faculty and staff. For example, the Director of Public Safety ran electrical service to telephone locals and installed cable phone lines to provide additional emergency phone stations on campus. In addition, repair work to maintain and preserve the campus stairs and sidewalks began. As well, the College provided training seminars to faculty and staff on emergency procedures. Criteria were also established to address safety conditions related to student employment on campus.

Activities underway and carried over into the next planning year cycle that would need to be completed to conclude the first phase of the strategic plan for this planning priority and goal:

- Implement additional lighting plans for campus exterior needs.
- Revise emergency procedures handbook for faculty and staff.
- Continue with off-campus shuttle service for students to ease strain on parking during fall semester, 1998 and possibly spring semester, 1999.
- The Director of Public Safety and Chair of the Business Administration and Social Science Division will meet to establish class criteria concerning student interns for campus law enforcement.

## Campus Diversity in Faculty, Staff, Students and Programs

### PLANNING PRIORITY 18:

**The College will enhance its efforts to recruit and retain a diverse faculty, staff, and student body.**

GOALS

- Develop opportunities for expanding faculty/staff language skills.
- Examine ways to develop a more effective Minority Advising Program (MAP).

PROGRESS ACHIEVED

The Division of Humanities offered four Spanish language-training sessions for students, faculty and staff. Examples of sessions offered include: "How to Meet a Mexican and Other Pertinent Items"; "Are They Speaking Spanish or What?"; "Is a Tortilla by any Other Name Still a Tortilla?"

The Minority Advising Program (MAP) Committee met to examine various initiatives and recommend effective ways to achieve the objectives of the program. Some initiatives recommended for action include a vision and mission statement, staff/faculty workshop, mentorship programs, a new credit course on diversity, and an institution-wide information database on minority students.

Activities underway and carried over into the next planning year cycle that would need to be completed to conclude the first phase of the strategic plan for this planning priority and goal:

- Implement Board of Regents information database for minority students.
- Finalize vision and mission statements for MAP Committee.
- Seek Academic Council approval for new course on diversity.

### PLANNING PRIORITY 19:

**The College will place more emphasis on internationalizing the curriculum.**

GOAL

- Encourage faculty to incorporate international topics into classes.

PROGRESS ACHIEVED

The Committee on International Education continued to encourage the participation of both faculty and students in various foreign study programs sponsored by the University System of Georgia. The success of these efforts is indicated by the number of individuals who were involved in the programs during the summer of 1998. Five members of the faculty are teaching in the Study Abroad programs – two in Roehampton, England, and three in Metz, France, and a total of five Dalton College students are enrolled in classes at those overseas locations. Several other faculty members received Chancellor's Awards to participate in a summer faculty development seminar. Five faculty members traveled to Greece, South Africa and Zimbabwe.

In February 1998, the Teaching/Learning Advisory Committee and the Committee on International Education cosponsored an International Focus Week to explore ways of incorporating international perspectives into the College curricula and other aspects of campus life. Activities included a faculty seminar on internationalizing the curriculum featuring speakers from the Central Office and from other University System of Georgia institutions; daily talks by local faculty who have participated in foreign study programs; and a workshop that provided an opportunity for faculty to discuss specific plans for strengthening the international component of classes in their disciplines.

An informational seminar on student study abroad opportunities was held as part of International Focus Week festivities, which also included tasting dishes and listening to music from various parts of the world.

## PLANNING PRIORITY 20:

**The College will develop ways to bring the minority populations of the service area into the life of the institution to a greater degree.**

GOAL

- Create English as a Second Language (ESL) program for Dalton College students.

PROGRESS ACHIEVED

During the 1997-1998 academic year, the office of the Dean of Academic Affairs created an ad hoc committee to gather information on ESL programs at other institutions, and to recommend how and when the campus should proceed in establishing its own ESL program. Consultants from other institutions visited the campus to discuss the College's specific needs and how to assist effectively in the success of students whose native language is not English. The committee recommended that the College proceed with a search for an ESL instructor/coordinator. The ad hoc committee conducted a search for an ESL instructor/coordinator and recommended two individuals for consideration by the President. The College hired one to begin work on July 1, 1998. ESL programming will commence in the fall of 1998.

## PLANNING PRIORITY 21:

**The College will endeavor to support the growing globalization of the business community.**

GOAL

- Explore the coordination of efforts to reach out to the international business community.

PROGRESS ACHIEVED

Faculty in the Division of Business Administration and Social Science sent out invitations to international business people to appear in their classes as guest speakers. Response has been lukewarm, however, the faculty will try again next year.

Activities underway and carried over into the next planning year cycle that would need to be completed to conclude the first phase of the strategic plan for this planning priority and goal:

- The Chair of the Division of Business Administration and Social Science will meet with the Director of the Center for Business and Community Development to work on coordination efforts to attract guest lecturers in international business to the campus.
- Division of Business Administration and Social Science faculty will continue efforts to invite international businesspersons to their classes as guest speakers.

## Advancing Educational Purposes through Technology

### PLANNING PRIORITY 22:

**The College will involve itself to the maximum degree possible in the implementation of University System initiatives designed to connect students, faculty, and staff with technology.**

GOAL

- Develop additional GSAMS (Georgia Statewide Academic and Medical System) programs.

PROGRESS ACHIEVED

Four faculty members from the Division of Business Administration and Social Science developed and taught GSAMS courses at Pickens Technical Institute and Walker Technical Institute. The College provided the needed facilities to facilitate GSAMS programming and administered a student evaluation survey to students enrolled in GSAMS courses to gauge effectiveness of programs. Preliminary evaluation results showed that GSAMS students' performance is comparable to or better than non-GSAMS students in the same course or in other courses with the same instructor.

The Academic Dean's office and the Center for Business and Community Development collaborated to offer a selection of credit and non-credit courses during the 1997-1998 academic year. An example was the SAT preparation course offered in collaboration with Jeff Davis High School in the fall of 1997 and winter and spring of 1998. Also offered via GSAMS were academic courses - beginning in March of 1997. Consequently, the usage of the GSAMS lab grew steadily from 50 hours of use in 1996-97 to 483 hours in 1997-98.

The GSAMS Coordinator in the Center for Business and Community Development evaluated programs offered during 1996-97 for space availability and lab usage as a means of determining additional program offerings at Pickens and Walker Technical Institutes for Fall 1998. The coordinator also scanned distance learning periodicals and newsletters for program ideas, particularly those pertaining to non-credit programs.

Activities underway and carried over into the next planning year cycle that would need to be completed to conclude the first phase of the strategic plan for this planning priority and goal:

- Continue GSAMS programming and extend to Coosa Valley Technical Institute.
- Continue to administer student evaluation surveys to improve GSAMS programs.

**PLANNING PRIORITY 23:**

**The College will increase its technological offerings to keep pace with the demands.**

GOAL

- Investigate the need for additional computer-use courses/workshops.

PROGRESS ACHIEVED

Activities to achieve this goal are just beginning. For example, because of Southern Association of Colleges and Schools (SACS) requirements, a one-hour computer literacy course will be offered in Area B of the College's core curriculum beginning Fall 1998 when the College converts to the semester system.

Activities underway and carried over into the next planning year cycle that would need to be completed to conclude the first phase of the strategic plan for this planning priority and goal:

- The Division of Natural Sciences and Mathematics will survey faculty, staff and students in selected classes to determine what computer-use courses and workshops are needed.

## Developing Collaborative Relationships

**PLANNING PRIORITY 24:**

**The College will develop ways to provide meaningful interaction with area public schools.**

GOALS

- Enhance efforts to provide appropriate programming for public school (K-12) students in order to better inform and expose them to collegiate experiences and opportunities.
- Explore the possibility for math competition.
- Develop better communication/collaboration with the public school systems, including informing students of the new admission requirements.
- Enhance the delivery of financial aid information to potential students/parents.
- Explore the development of a natural history museum to share with K-12 and others.
- Divisions will enhance discipline-based collaboration with K-12 faculty.

PROGRESS ACHIEVED

Admissions office staff worked cooperatively with Post-Secondary Readiness Enrichment Program (PREP) Committee, area P-16 councils and school counselors to inform public schools about University System initiatives, especially changes in USG admissions requirements. Faculty and staff workshops and visits to local schools also provided information to area K-12 teachers and counselors about University System opportunities available to them through Dalton College. In addition, initiatives such as regular tutoring sessions, the "Saturday of Stars" events, "Take Our Daughters to Work," Tech Prep, GYSTAC, and PSO acquainted area middle and high school students with collegiate experiences and expectations.

The Chair of the Division of Natural Sciences and Mathematics appointed a committee to develop a math exam to be used in a mathematics competition as one way to expose public school students to collegiate academic experiences. The committee developed the math exam and obtained $1000 to reward the three top winners of the competition in the amounts of $500, $300, and $200 respectfully. The first competition was held on a Saturday in the spring of 1997 and about 14 high school students participated. The winners received their monetary prizes in the form of scholarships through the Financial Aid Office. During the following spring of 1998, the College announced the competition again in the area high schools. However, attendance was very poor despite the increased publicity. Only one student signed up for the competition and was awarded the $500 scholarship. The College then decided to discontinue the competition.

Through the Center for Business and Community Development, the Financial Aid Office and the Admissions office conducted information workshops on financial aid for current and potential students. Additional workshops were also offered through the Dalton College Studies program, area high schools, church and civic organizations. In one such weeklong event, approximately 400 students from area high schools visited Dalton College and received financial aid and other information about the College. In addition, the Financial Aid staff spoke with students at various off-campus high school locations. To provide for efficient processing of student financial aid applications, the Financial Aid Office installed automated BANNER and EDExpress technologies to expedite financial aid awards and corrections.

The development of a Natural History Museum to share with K-12 students and others will await the completion of the new Humanities building. Available space for housing the museum will be determined thereafter.

Activities underway and carried over into the next planning year cycle that would need to be completed to conclude the first phase of the strategic plan for this planning priority and goals:

- The Registrar's office and the Center for Business and Community Development will expand Kids College to include enrichment programs for educationally disadvantaged children.
- Continue exploration and development of a Natural History Museum after completion of the new Humanities building and space needs are determined.
- The Academic Dean will write a letter to all K-12 school principals to indicate College interest in discipline collaboration between public schools and the College. Individual division strategies as per strategic plan to implement goal will then follow.

## PLANNING PRIORITY 25:

**The College will enhance collaborative efforts with neighboring technical institutes, including shared resources concerning career associate degree programs.**

GOAL

- Investigate expanding the number of programs offered and institutions with which we collaborate.

PROGRESS ACHIEVED

During the 1997-98 year, the College employed part-time extended campus coordinators for the three off-campus sites maintained by the College at neighboring technical schools. The result was a noticeable increase in enrollment, particularly at Pickens Technical Institute and to a lesser degree at Walker Technical Institute.

## PLANNING PRIORITY 26:

**The College will enhance collaborative relationships with other units of the University System, particularly in the delivery of bachelor's and graduate programming in the Dalton area.**

GOAL

- Investigate expanding the number of programs offered and institutions with which the College collaborate.

PROGRESS ACHIEVED

Discussions with various universities took place during 1997-98 in an effort to expand the variety of bachelor's and master's programs available in Dalton. From this effort, the State University of West Georgia has made plans to bring the MBA degree to Dalton, beginning fall semester 1998. This program will complement the limited grouping of bachelor's and master's degrees already offered in Dalton through West Georgia. During the 1998-99 year, the College will focus additional energy on restarting the BS in Medical Technology or some related program through the Medical College of Georgia.

# 6

# Institutional Effectiveness

- In 1993, Dalton College responded to the trend in higher education for accountability in education by creating a new planning document, *Planning, Assessment, and Research at Dalton College*. It was the beginning of a comprehensive process to institute a plan for assessing its institutional effectiveness, as well as the first attempt to treat strategic planning and assessment as interrelated components rather than as separate processes.
- The Southern Association of Colleges and Schools (SACS) reaffirmed accreditation in 1993 and 1996 and commended the College for the quality of its faculty and for the quality of its buildings and grounds.
- Student scores on the Regents Testing Program (RTP), a graduation requirement, is the highest among two-year institutions in the University System. The College ranked first among two-year Colleges in 1997.
- The Institutional Effectiveness Review Committee of the Georgia Department of Technical and Adult Education (DTAE) that evaluated the operations of the Division of Technical Education at Dalton College in April 1998 noted the "thorough and complete" documentation provided by College staff in the evaluation process and commented that they "have a division and a College of which you can be very, very proud."
- Seventy percent of the students admitted to the first class of the Dalton Vocational School of Health Occupations which came under the administrative wing of the College in 1996 completed certificate programs with a 100 percent pass rate on the State Board Examination.
- Eighty-five percent of students enrolled in the College's Adult Literacy program successfully passed the General Education Development (GED) Certificate exam.
- Ninety-two percent of the graduates of the Associate Degree Nursing program who took the NCLEX-RN within one year of graduation passed on the first try. The national average is 88 percent. The state average is 87 percent. In addition, more than 80 percent of nursing graduates expressed satisfaction with their educational program at Dalton College.
- Eighty-five percent of Dalton College students rated their overall impression of the quality of education at the College as excellent or good.
- Eighty-seven percent of faculty and staff are satisfied with their jobs and quality of life on campus.
- Ninety-percent of employers of the College's Technical Division graduates are pleased with their performance on the job.
- Ninety-seven percent of respondents rate the continuing education programs and services as outstanding or excellent.

# Appendices

## A SUMMARY OF 1997-1998 PLANNING PRIORITIES AND GOALS BY CORE PURPOSES

### Commitment to Excellence

#### PLANNING PRIORITIES

1. *The College will increase its public visibility as a "broker of educational services", pulling together resources to meet the needs of the service area.*
2. *The College will enhance its role as a "catalyst of the community" by pursuing carefully selected community-based outreach activities.*

#### GOALS

1. The Center for Business and Community Development and the Office of Admissions will increase visibility of outreach programs.
2. The Center for Business and Community Development will establish drop-off areas for Dalton College publications in the service community.
3. Make Dalton College publications openly available in the Library.
4. Increase public visibility via media outlets in the College's service area.
5. Consider increasing the public relations staff in order to enhance public relations/visibility efforts, particularly in relation to programs of study.
6. Pursue Dalton College Foundation Development.
7. The Office of the Dean of Student Affairs will promote student and faculty cocurricular and volunteer programs in communities served by the College.
8. Establish an alumni office and increase alumni development.
9. Expand the English as a Second Language (ESL) Program for Adult Literacy.

### Commitment to Teaching and Learning

#### PLANNING PRIORITIES

3. *The College will monitor and strengthen its institutional effectiveness program and make adjustments based upon the results of that effort to assure excellence in the teaching/learning environments so that students are prepared for the next step.*
4. *The College will continue to place significant emphasis upon the quality and accessibility of its library resources.*
5. *The College will convert to the semester system.*
6. *The College will provide additional cocurricular activities.*
7. *The College will develop a comprehensive planning, budgeting, and accountability program.*

#### GOALS

10. Enhance programs and services to improve student performance (i.e., peer tutoring training).
11. Refine academic program assessment.
12. Develop faculty assessment that goes beyond student ratings (peer-type reviews).
13. The Library should consider offering more weekend hours.

## Commitment to Teaching and Learning

### GOALS

14. The Library should adopt a goal of 100,000 volumes of good and balanced quality within 5-6 years.
15. The Library should evaluate the number and types of journal subscriptions.
16. Expand the library in order to provide adequate space.
17. The Library should investigate emerging technology to increase information access.
18. Continue providing information to the Dalton College community concerning conversion to the semester calendar.
19. Consider the development of a cocurricular transcript.
20. Complete the strategic planning process.
21. Develop ways to more formally link the process of budgeting and planning.
22. Develop mechanisms to demonstrate accountability.

## Emphasis on High Quality General Education Program

### PLANNING PRIORITIES

8. *The College will enhance the quality of its existing pre-baccalaureate, technical, and developmental programs, as well as programs for area industries, adding additional offerings when the need is clearly demonstrated.*
9. *The College will expand and promote its learning support programs, including assistive technology.*

### GOALS

23. Consider reinstituting a study skills course for Developmental Studies.
24. Investigate offering Certified Nursing Assistant, Surgical Technician, and multi-skilled Healthcare Technician programs.
25. The Center for Business and Community Development will investigate offering manufacturing process/carpet business related courses.
26. The Center for Business and Community Development will investigate offering team building/leadership/communication skills courses.
27. The Center for Business and Community Development will investigate offering a Basic Supervision training program for industry.
28. Investigate offering hotel-motel/restaurant management program.
29. Assess the need for remedial studies specifically for certificate students who score poorly on admissions testing.
30. Expand and promote the use of services and programs to aid academically at-risk students.

## Commitment to Public Service

### PLANNING PRIORITIES

10. *The College will broaden and promote its adult literacy program.*

## Commitment to Public Service

### GOALS

31. Explore alternative models for providing adult literacy programs and services.
32. Consider offering General Education Development (GED) Certificate classes.

## Commitment to Scholarship for Instructional Effectiveness

### PLANNING PRIORITIES

11. *The College will expand professional development activities for the faculty and staff.*
12. *The College will encourage faculty and staff to participate in creative work for enhancing campus quality of life.*

### GOALS

33. Increase funding for faculty/staff development.
34. Explore the need for programs and activities to enhance the quality of life for faculty and staff.

## Supportive Campus Climate

### PLANNING PRIORITIES

13. *The College will identify and implement ways to strengthen ties between student services and academic affairs so that the two areas become more mutually supportive.*
14. *The College will enhance the quality of student development services for traditional and non-traditional students.*
15. *The College will expand extracurricular opportunities for all students.*
16. *The College will improve its administrative computing systems and support to achieve maximum productivity and responsiveness.*
17. *The College will enhance the appearance, utility, safety and accessibility of campus physical facilities.*

### GOALS

35. Enhance internal communications on campus.
36. Encourage collaboration among departments for at-risk students.
37. Provide in-service training to clarify financial aid processes and offerings.
38. Use BANNER to enhance academic advising and registration.
39. Consider providing specialized advisors for undecided students.
40. Explore a jobs search/job skills course offering.
41. Consider establishing a leadership development program.
42. Enhance the variety and availability of intramural athletics.
43. Expand club offerings and activities, including community outreach.
44. Explore the possibility of intercollegiate athletics.
45. Expand training for student workers.

## Supportive Campus Climate

### GOALS

46. The Registrar and Assistant Registrar will work with the Office of Computer and Information Systems to develop a comprehensive management information system.
47. The Office of Institutional Research and Planning will apply administrative computing systems' applications to retention/institutional effectiveness.
48. Explore kiosk applications.
49. Develop a Comprehensive Master Plan.
50. Explore answers to ease the strain on parking.
51. Explore campus exterior lighting needs.
52. The office of the Director of Physical Plant will implement surveys on an annual basis of campus lighting to maintain a safe and useable level of lighting.
53. The Director of Physical Plant working with the Director of Public Safety and the Comptroller will provide additional emergency telephone stations on campus.
54. The office of the Director of Physical Plant will implement the maintenance and preservation of the campus stairs and sidewalks.
55. Explore Law Enforcement Training as interns with campus Public Safety.
56. Conduct regular training for faculty and staff concerning emergencies and various procedures.

## Campus Diversity in Faculty, Staff, Students and Programs

### PLANNING PRIORITIES

18. *The College will enhance its efforts to recruit and retain a diverse faculty, staff, and student body.*
19. *The College will place more emphasis on internationalizing the curriculum.*
20. *The College will develop ways to bring the minority populations of the service area into the life of the institution to a greater degree.*
21. *The College will endeavor to support the growing globalization of the business community.*

### GOALS

57. Develop opportunities for expanding faculty/staff language skills.
58. Examine ways to develop a more effective Minority Advising Program (MAP).
59. Encourage faculty to incorporate international topics into classes.
60. Create an English as a Second Language (ESL) program for Dalton College students.
61. Explore the coordination of efforts to reach out to the international business community.

## Advancing Educational Purposes through Technology

### PLANNING PRIORITIES

22. *The College will involve itself to the maximum degree possible in the implementation of University System initiatives designed to connect students, faculty, and staff with technology.*
23. *The College will increase its technological offerings to keep pace with the demands.*

### GOALS

62. Develop additional GSAMS (Georgia Statewide Academic and Medical System) programs.
63. Investigate the need for additional computer-use courses/workshops.

## Developing Collaborative Relationships

### PLANNING PRIORITIES

24. *The College will develop ways to provide meaningful interaction with area public schools.*
25. *The College will enhance collaborative efforts with neighboring technical institutes, including shared resources concerning career associate degree programs.*
26. *The College will enhance collaborative relationships with other units of the University System, particularly in the delivery of bachelor's and graduate programming in the Dalton area.*

### GOALS

64. Enhance efforts to provide appropriate programming for public school (K-12) students in order to better inform and expose them to collegiate experiences and opportunities.
65. Explore the possibility for math competition.
66. Develop better communication/collaboration with the public school systems, including informing students of the new admission requirements.
67. Enhance the delivery of financial aid information to potential students/parents.
68. Explore the development of a natural history museum to share with K-12 and others.
69. Divisions will enhance discipline-based collaboration with K-12 faculty.
70. Investigate expanding the number of programs offered and institutions with which the College collaborates.

## STRUCTURE OF THE PLANNING PROCESS AT DALTON COLLEGE

The planning process at Dalton College may be characterized as a participatory enterprise that embeds strategic planning and institutional effectiveness into a single system of operation. Central to this is a Strategic Planning Committee, comprised of representation from every functional area on campus as well as community and student membership, and involving individuals from the faculty, administration, and staff (see next Appendix).

The planning process functions on a three-year cycle. Thus, this plan covers the period from 1997 to 2000. Within that three-year window are annual implementation cycles that document progress made on the three year planning priorities and goals, and which provide for corrections and modifications along the way. The loop is closed with annual reports, required of all College personnel and of major functional areas, which document this progress (see Appendix on Annual Planning Cycle).

Clear and well-defined lines of communication exist between the Strategic Planning Committee and the three principal administrative groups on campus: the Administrative Council, the Academic Council and the Student Affairs Council. The major elements of the planning process flow through the faculty in session to the President. On the next page is a chart showing the relationship of the Strategic Planning Committee to the other major elements of the decision-making process.

## THE DALTON COLLEGE
## STRATEGIC PLANNING COMMITTEE

The 1997-2000 Dalton College Strategic Plan is the work of many people, representing the best thinking within the College Community. This effort began in 1995 with in-depth research into the strengths, weaknesses, and future prospects of Dalton College, and evolved into the creation of planning priorities, goals, and implementation plans for every functional area on campus. During this two-year process, many individuals have lent energy, creativity, and expertise to the common enterprise, thus producing a genuinely collaborative sense of direction.

The locus of this effort, the Dalton College Strategic Planning Committee, has proven to be a dedicated group with a strong sense of institutional commitment. Because of this, the Dalton College Strategic Plan has emerged as the product of consensus and has resulted in a stronger, more durable plan that enjoys widespread support.

The following faculty and staff are the current members of the Dalton College Strategic Planning Committee:

1. Dr. James Adams, Assistant Professor of Biology
2. Dr. Charles Bowen, Jr., Dean of Student Affairs
3. Ms. Judy Broyles, Student Government Association
4. Mr. Garrett Burgner, Director of Student Activities
5. Mr. Norman Burkett, Dalton College Foundation
6. Dr. James Burran, President and Committee Chair
7. Dr. Henry Codjoe, Director of Institutional Research and Planning
8. Mr. Lee Daniel, Dalton College Foundation
9. Dr. Don Davis, Assistant Professor of Sociology
10. Mr. Thomas Godbee, Comptroller
11. Ms. Sylvia Graves, Director of Financial Aid and Veteran Services
12. Dr. David Hay, Registrar and Director of Admissions
13. Dr. James Head, Chairperson of the Division of Math and Science and Coordinator of Developmental Studies
14. Dr. Karl Hunt, Associate Professor of Computer Programming
15. Dr. John Hutcheson, Chairperson of the Division of Business Administration and Social Science and Professor of History
16. Dr. George Jones, Professor of History
17. Dr. Greg Labyak, Dean of Academic Affairs
18. Mr. Larry Little, Chairperson of the Division of Technical Education
19. Mr. Kenny Lowery, Instructor in Medical Laboratory Technology
20. Mr. Greg Malone, Director of the Office of Computing and Information Services
21. Mr. Neil Mathis, Student Government Association
22. Ms. Harriett Mayo, Library Director
23. Mr. Eddie Miller, Dalton College Foundation
24. Mr. Rob Narke, Instructor in Speech
25. Mr. Melvyn Ottinger, Chairperson of the Department of Health, Physical Education and Recreation
26. Dr. David Sargent, Director of the Center for Business and Community Development
27. Dr. Joel Siegel, Assistant Professor of English
28. Ms. Trudy Swilling, Chairperson of the Division of Nursing
29. Dr. Robert Weathersby, II, Chairperson of the Division of Humanities and Professor of English

The Committee acknowledges the contributions of these former members of the Strategic Planning:

1. Dr. Sue Currey, Director of the Center for Business and Community Development
2. Dr. Tobias Dirks, Associate Professor of Biology, Emeritus
3. Ms. Mandy Floyd, Director of Student Activities
4. Ms. Vickey Gordon, Student Government Association
5. Dr. Bill Jump, Chairperson of the Division of Math and Science, Emeritus
6. Dr. Ginger Marine, Director of Institutional Research and Planning
7. Dr. Neal McKenzie, Professor of Economics and former Chair of the Division of Business Administration and Social Science
8. Allison Smith, Student Government Association

## ANNUAL PLANNING CYCLE